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ABSTRACT

The Teaching and Learning Leadership for Community Colleges for Mid-Career Faculty (TL2C2), leading to a Masters in Education or 30 credits towards a Ph.D., introduces a truly unique instructional methodology. Not only is the subject matter unique and relative to the needs of the audience, but also the manner in which the subject matter is presented is a revolutionary idea. The TL2C2 cohort breaks away from the linear curriculum to a more integrated curriculum. This offers students exposure to the wide variety of related course subject matter simultaneously, helping to put the individual subject matters into a broad, realistic perspective. Combined with a student-selected specific topic of interest, termed a "local initiative," this program offers a true value-added educational experience relevant to the realities of current and future work environments. This paper discusses the background of TL2C2, the hypotheses which led to the potential development of the course and a brief overall description of the program, the needs of community college faculty identified through focus group studies, the program mission, how integrated curriculum exemplifies learning principles, other program strengths, how cohort members appreciate program uniqueness, local initiatives, and the future of the program and implications for using the integrated curriculum as a model for other programs. (VWC)

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TL^2C^2

Teaching and Learning Leadership Program for Community College Mid-Career Faculty

Presented by:

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TL2C2 Teaching and Learning Leadership Program

Contextual Learning Experience for Community College Mid-Career Faculty

John Van Ast, Catherine Adams Sickles and Janet Woldt
Iowa State University

TL2C2 Teaching and Learning Leadership Program

Abstract

The Teaching and Learning for Community Colleges for Mid-Career Faculty (TL2C2), leading to a Masters in Education or 30 credits towards a Ph.D., introduces a truly unique instructional methodology. Not only is the subject matter unique relative to the needs of the audience, but the manner in which the subject matter is presented is perhaps a revolutionary idea. The TL2C2 cohort breaks away from the linear curriculum to a more integrated curriculum. This offers students exposure to the wide variety of related course subject matter simultaneously, helping to put the individual subject matters into a broad, realistic perspective. Combined with a student-selected specific topic of interest, termed a "local initiative", this program offers a true value-added educational experience relevant to the realities of current and future work environments.

TL2C2 Teaching and Learning Leadership Program
Contextual Learning Experience for Community College Mid-Career Faculty

As few as ten years ago, no one could conceive the powerful influence the World Wide Web would have over our lives. Nor could anyone predict the renewed popularity of the famous Volkswagon Beetle. Or that vinyl would be the common term used to describe the predominant musical recording medium prior to the introduction of the compact disc. Ten years ago, no one was thinking about the need for a graduate level program in teaching and learning leadership for mid-career community college faculty. And certainly, no one could truly visualize a remarkable paradigm shift from a linear curriculum format to an integrated one.

But today, community college mid-career faculty are asking for advanced teaching and leadership skills as a means of providing a learning environment to maximize their students' learning potential. An equally necessary outcome is the development of skills to provide teaching and learning leadership to their peers, and mentoring expertise for the "wave" of new community college faculty. Today, these same faculty have the need and the right to have access to flexible, accessible, quality and responsive education that weaves into the fabric of their lives with as little disruption to routine and family priorities as possible. And today, the "order" in which subjects are introduced within a particular field of study takes on new meaning, particularly when considering the needs of off-campus, working students.

The Teaching and Learning Leadership for Community Colleges for Mid-Career Faculty (TL2C2), leading to either a Masters in Education or 30 credits towards a Ph.D., introduces a truly unique instructional methodology. Not only is the subject matter unique in terms of its relevance to the needs of the audience, but the manner in which the subject matter is presented or taught is perhaps a revolutionary idea. The TL2C2 cohort breaks away from the linear curriculum to that of a more integrated curriculum, offering the student exposure to the wide variety of related course subject matter simultaneously. This affords the student the opportunity to quickly become assimilated to the greater picture, helping to put the individual subject matters into a broad, realistic perspective. Combined with a student-selected specific topic of interest termed a "local initiative", this program offers students a true value-added educational experience relevant to the realities of their current and future work environment.

Background

To best understand the value and potential for this learning methodology and the relative audience, it is useful to review the objectives and environment of the community college. Access, Quality and Responsiveness: These three concepts formed the foundation of the community colleges' missions and continue to be the main focus of this increasingly significant educational venue. "Access" refers to many things including admissions policies, providing a variety of courses of study and availability of support programs, geographic location, and cost. The concept of "quality" refers to the people who serve in the community college as well as the education, which is offered. The "responsiveness" of the colleges to the needs of their communities is demonstrated through the wide variety of course offerings. Iowa's community colleges are designed to meet community interests, student abilities and personal objectives of citizens of all ages and levels of education. Improving the quality of life, the economic conditions and the public welfare of Iowa's many and varied communities are among the purposes of the community colleges.

The synergy created between the community colleges, universities, and state and private colleges has become essential to the success of extended and continuing education programs. The terms access, quality and responsiveness do well to describe many of the overall objectives of distance and continuing education initiatives. Working in partnership, community colleges and

universities create unique and diversified life-learning opportunities unparalleled by any single, existing educational institution. The TL2C2 program merges the unique needs of community college mid-career faculty with innovative distance education teaching methodologies to exemplify the power of "out of the box" thinking and bold paradigm shifts with respect to everything from registration to curriculum development and student navigation through the same.

John Van Ast, Iowa State University professor, Educational Leadership and Policy Studies, who coordinates the TL2C2 Program, worked diligently with the Office of the Registrar to gain support for, and put systems in place to handle, the unique and sometimes complex arrangement/registration of the courses within the TL2C2 curriculum. Meeting for twenty Friday/Saturday sessions over the course of two years, TL2C2 cohort members complete 10 courses (30 credit hours, six semesters) offered within the TL2C2 curriculum. These courses are traditional in content, but very unique in arrangement, or scheduling.

In order to convince the Office of the Registrar that this unique arrangement of courses and granting of grades could be accomplished, Van Ast had to first secure solid backing from his own department (Educational Leadership and Policy Studies – ELPS) as well as from the College of Education. This required that all foundational/preliminary work be done before the TL2C2 program concept was presented to the ELPS department chair, the deans of the College of Education as well as to other vested constituents. A key selling point with the College of Education faculty and administration was that this innovative program could bring prestige and recognition to Iowa State University. A true University/educational environment is realized when administration is willing to take risks with new programs and, more importantly, be outwardly supportive of the programs.

The Iowa State University (ISU) department of Extended and Continuing Education (ECE) was also central to the design and implementation of the TL2C2 cohort, providing financial, administrative and marketing support, as well as encouragement and university-wide promotion. The receptive, open minded, risk-taking attitude of ECE and College administration combined with the extensive development efforts by other supporters and the validated need for this program made it ripe for implementing and ripe for success.

The hypotheses which led to the potential development of the course and brief overall description of the program

Iowa State University has provided a significant leadership role in preparing administrative leaders for Iowa's fifteen community colleges through a variety of higher education degree programs and leadership consortiums. The projected 50 – 60 percent retirement rate of Iowa's community college administration within the next five to seven years significantly increases the need for such leadership opportunities.

Unfortunately, before theTL2C2 initiative, little, if any, effort had been made to address the past and future needs for teaching and learning leadership at Iowa's community colleges. This void is complicated by 1) the demand for learning and teaching leadership needed to maximize the potential of a diverse community college student population, 2) integrating and implementing curriculum and student outcomes assessment procedures to meet mandated state and national requirements, 3) the paradigm shift with a focus from teaching to learning, 4) the use of technology where it can enhance learning, and 5) the 50 – 60 percent faculty retirement rate within seven to ten years.

Thus the notion to develop a specialized curriculum offered through non-traditional distance education channels to provide teaching and learning leadership skills to mid-career community college faculty was conceptualized and researched. This effort was eventually realized through

the collaborative effort among the Iowa State University Office of the Registrar, College of Education, Extended and Continuing Education, and Iowa's Community Colleges.

Needs of community college faculty identified through focus group studies

During the fiscal year 1996, Van Ast along with colleague Ellen Mullen, conducted a professional development needs analysis for faculty at Iowa's fifteen community colleges. A total of 450 faculty – almost equally divided among tenured, non-tenured and adjunct status – responded to skills/responsibilities and fifty corresponding competencies. The level of mastery which respondents desired was a second rating scale. In addition, respondents were asked to provide their perceptions of needed delivery modes and structures through viability scale for up to twelve choices.

In addition, five state-wide focus groups were contacted during 1998. The research gleaned from the focus groups clearly revealed six clusters of information, each consisting of a group of goals that appeared related to one another in the minds of the community college teachers. Following are the six clusters listed in order of importance to community college teachers across all disciplines.

1. Critical Thinking Skills: Develop ability to think clearly; develop effective problem solving skills.
2. Academic Success skills: Develop ability to follow instructions/plans; develop a commitment to careful and accurate work.
3. Liberal Arts/General Education: Develop an appreciation of the liberal arts and sciences; develop a lifelong love of learning.
4. Work/Career-Related Skills: Perform skillfully in this field; make sound career decisions.
5. Personal Development: Develop a sense of personal responsibility; identify own values to improve self-knowledge.
6. Specialized Technical Skills: Learn how specialists in this field gain new knowledge; develop criteria for evaluating methods and materials in the field of study.

The focus groups included not only community college faculty, but also chairs, deans, industry leaders, ISU ECE advisors and faculty, providing a broad perspective and a decidedly conclusive assessment of needs.

Program mission

"Teachers are expected to be knowledge experts, assessors, evaluators, managers, data controllers, artists, group facilitators, counselors, information processors, lecturers, problem analysts, problem solvers, coaches, mentors, behavior controllers, and value classifiers. Their formal education is ill-designed to prepare them for these multiple roles; waiters and airline stewards receive more on-the-job training" (O'Banion, A Learning College for the 21st Century, 1997, p. 14) The overall objective of the TL2C2 program is to demonstrate teaching and learning leadership skills and to help the faculty move from an instructional paradigm to a learning paradigm and to move from providing instruction to students to facilitating learning in learners. Further, the TL2C2 program is designed to help participating faculty discover and implement the many ways learning can be stimulated in each of their students. Finally, course content and group discussions help faculty implement learning environments that address multiple learning styles and needs. These ideas are further expressed in the intended specific outcomes or objectives for the TL2C2 program, which follow. These outcomes were developed in part by the focus groups and honed by Van Ast and the first TL2C2 cohort.

- To be fully cognizant of the current external climate and competitive forces, and actively encourage collaborative leadership among teaching and learning leadership peers to reconfigure the position of classrooms, departments, divisions, and/or colleges for the new century.
- To collectively define students' learning outcomes, design/select curriculum focused around critical learning outcomes necessary for success in work and life, integrate assessment of learners' abilities, potential and learning, and implement teaching and learning methodology and technology to achieve that end.
- To design learning environments and systems where small group discussions, proactive advising, collaborative learning activities, classroom assessment techniques, maximum learner-to-learner and learner-to-teacher interaction, access and use of information and teaching as leading are the norm.

These outcomes express the needs of mid-career faculty, who are faced with 21st century students and issues. With the face of the average college student constantly changing, many faculty feel ill-prepared to meet the needs of today's students. Traditionally educated faculty who are resistant to changes in educational methodologies will not be in a position to continue to teach effectively and, more importantly, their students will not learn as effectively. O'Banion (1997) aptly points out "...the current generation of students – who insist on methodologies that meet their needs, who insist on accountability from their professors, and who want their money back when they get neither. The days of in loco parentis and passive students to be tamed and socialized by a paternalistic system of instruction and governance are over" (p. 38).

When considering the desired outcome of the TL2C2 program, it became increasing clear to Van Ast and other program proponents that there needed to be a *shift in traditional curriculum lineage to something more flexible, integrated and accelerated.* So although the TL2C2 curriculum is predetermined, the arrangement of these courses is decidedly different than the traditional student arrangement and much improved for integration of course content with "real-life work/teaching" experiences and purposes, i.e., traditional students can take courses only when they are offered, not in any particular sequence that would benefit his/her course of study. For instance, the content of the course titled The Comprehensive Community College, Higher Education (Hg Ed) 582, is offered in three, four-hour blocks and four, eight-hour blocks over the course of two calendar semesters, Fall and Spring, culminating in a course grade at the end of the Spring semester, first year. The course titled Teaching and Learning Leadership, Hg Ed 550, is offered in five, four-hour blocks, and three, eight-hour blocks for three semesters, culminating in a course grade at the end of the Summer semester, first year (see Figure 1. Schematic of TL2C2 coursework). The subject matter and course content of the TL2C2 curriculum have been carefully interwoven to deliver the most benefit a mid-career faculty member.

Integrated curriculum exemplifies learning principles

The content of each class on the TL2C2 program is designed to work with the content of the other classes so that the main concepts can be reinforced and integrated into the student's daily life as a faculty member, and into the final student project – the "local initiative" creative component. In a traditional program of study for an M.S. in Higher Education, students can only take courses in a haphazard manner, when they are offered, i.e., not in any particular order, but when they are available. Oftentimes, required courses are offered only once per year. The ability to structure a program in a cohesive manner is a value-added benefit to its students and faculty. The TL2C2 structure, somewhat similar to the presentation order of a dental hygiene program, allows not only for integration, but for the student to make logical sense out of curricular content.

For example, in a dental hygiene education program, students must first learn the types of dental instruments used to clean teeth, then learn how to use the instruments, and, finally, learn how to apply them to an actual patient to remove tartar. In the TL2C2 program, a required course is

Educational Research, Research and Evaluation (Res Ev) 550, which introduces the student to both qualitative and quantitative research and various research designs, data collection and analysis issues, developing research problems, reviewing the literature, and evaluating research studies. If taken in the first semester of graduate school, this course isn't as beneficial because it is too early in the student's program of study to determine the subject of their thesis or creative component needs. If this course is taken too late, the student has completed much of his/her thesis or creative component research for the course to be of any value. Therefore, in the TL2C2 program, students have four hours of in-class basic research content in the first semester, and four hours of more advanced in-class research strategies in the fourth semester. Meanwhile, students are presented with the rest of the course content during the third, fourth and fifth semesters via a specially developed Web course. ***It is this "teaching across the curriculum" or integrating substantive content throughout the course of study that makes the TL2C2 program so unique.***

Other program strengths

Although the integrated curriculum is certainly the program's unique strength, there are many components that contribute to the overall effectiveness of the experience. A zero-percent dropout rate to date suggests these benefits are clearly realized by participants

One of the other major strengths of the program is its meeting schedule: 20 Friday/Saturday sessions over the course of two years. Another primary strength is that cohort members have the opportunity to learn and interact with program faculty from various disciplines and fields, representing both Iowa State University as well as participating Community Colleges, thus broadening their personal educational experiences. Some of the most coveted faculty in the state of Iowa enthusiastically embrace the program and teach the courses. Nancy Noth, Ph.D., Campus Dean for the Des Moines Area Community College Polytechnical Campus in Newton, Iowa, and Gene Garner, Executive Director, Iowa Community College Board of Trustees Association, are among faculty members teaching TL2C2 courses. Another strength is the proposed variation of meeting locations. Aside from a central meeting location equidistant from all four corners of the state, meeting locations at major businesses and industries are utilized. In an effort to integrate leadership with teaching and learning, industry leaders present seminars on the subject in the third semester of the program. And although the majority of TL2C2 cohort members are seeking a master's degree, another strength of the program is that the level of coursework can be applied either to a masters or a doctoral degree.

Cohort members appreciate program uniqueness

TL2C2 cohort members have a deep appreciation for the uniqueness of the program and for the way in which the curriculum lends itself to applying what they have learned directly to their own personal classroom situations. The innovative scheduling and course content are what attracted TL2C2 cohort member Kerry George to the program. George, Director of the Respiratory Therapy Education program at Des Moines Area Community College, began teaching in 1977, and has always had an interest in completing a graduate degree. "I have looked since that time for a program which would provide more than a piece of paper conferring a graduate degree. I was not willing to invest the funds or the time needed to just receive a degree without also gaining skills and knowledge, which would make me a better teacher. I found myself frustrated several times to think I had found such an opportunity (only) to see that the courses and the other students with whom I would be learning were not designed to provide me with the kinds of development for which I was searching."

When George first learned of the TL2C2 program he thought it could assist him in meeting the objectives of what he sought from a graduate program in education. "As I investigated it further, I found that it did seem to be designed to accomplish the very goals for which I aspired, a graduate degree and improved skills and knowledge for what I do in my teaching." Many of the TL2C2 cohort chose to participate in the program because its convenience was appealing; however, George would have chosen to participate in a more traditional format, because it met many of his diverse needs. "The convenience of scheduling and location were certainly plusses, but not my main reason for joining the program. The main aspect of the program which attracted me was the cohort group concept," George said.

Students become part of a cohort who complete the 10 course, 30 credit hour, six semester program *together*. In many cases students share the commute to and from class. Outside of class, students keep in touch with each other and with their instructors using e-mail, phone and fax. Van Ast facilitates curriculum content discussion with the various faculty members and hosts meetings of all TL2C2 program faculty on a semester basis.

TL2C2 cohort member June Porter, adjunct instructor at Indian Hills Community College in Ottumwa, Iowa, was drawn to the program because of its accessibility. "Many people with a bachelor's degree would like to advance their education, but up until now [with the advent of the TL2C2 program], if you didn't live near a university, getting a graduate degree was not realistic," Porter said. The TL2C2 program is tailored to meet the needs of the "new" traditional graduate student. It meets for only two days each month and can be completed within two years. Cohort member Janet Beik of Southeastern Community College's medical assistance program in Burlington, Iowa thinks that this course schedule is manageable, "It allows me to keep working and, at the same time, complete the assignments." Beik also appreciates the cohort aspect of the program, "I especially like the camaraderie of the cohort group. I feel as if I have made 11 lifelong friends."

Local initiative contributes focused relevance

At the beginning of the TL2C2 program each participant identifies a specific topic of interest termed a "local initiative." This is the focus maintained throughout the program, and culminates with a creative component of that initiative in place of thesis research. Current TL2C2 cohort local initiatives include the effective incorporation of service learning into associate degree nursing programs, the application of distance education to enhance departmental course offerings, and the enhancement of the learning culture for non-traditional at-risk students. Throughout the program faculty are sensitive to the needs of each student and their local initiative, as it is the core of each student's individual focus. Assignments and activities are purposefully structured around the student's local initiative.

A significant component of this course occurs through conducting workshops and participating in the annual National Institute for Staff and Organizational Development Conference (NISOD), held in Austin, Texas. NISOD is the outreach organization of the Community College Leadership Program, in the Department of Educational Administration, College of Education, at The University of Texas at Austin. NISOD supports the pursuit of excellence in teaching and leadership at its more than 600 member colleges across the United States and Canada. This conference gives students the opportunity to present their local initiative and best practices within their institutions to an audience of peers. Cohort members are encouraged to work individually or together with faculty at their own institution or with other cohort members from *other* institutions. This experience gives members of the TL2C2 cohort the opportunity to share what they are currently experiencing and learning from their graduate education, program responsibilities, and local initiative focus. All 1999-2000 TL2C2 cohort members will be presenting at the 2000 NISOD conference May 28 – 31, 2000, This group has also been invited to act as a key advisory group to facilitate an all-Iowa conference in Ames, Iowa in May, 2001.

Future of the program and implications for using the integrated curriculum as a model for other programs

Each year a group of TL2C2 cohort "alumni" will graduate from the program with an enhanced set of highly marketable skills. And each September, Iowa State University will welcome a new group of mid-career community college faculty to this innovative and substantive program. Program evaluations will be researched, and program improvements will be implemented. And as Iowa State University strives to continue to meet the ever-changing needs of its potential students, programs like the TL2C2 will serve as a curriculum and delivery precedent for other, equally-innovative educational offerings covering a broad range of subjects.

References

Iowa Department of Education, (1992). Iowa's community colleges: A silver anniversary report.

O'Banion, (1997). A learning college for the 21st century, p. 14

Van Ast, J. (1998) Proposal.

Van Ast, J., & Iowa State University department of Extended and Continuing Education, (1999). Teaching and Learning Leadership Program for Community College Mid-Career Faculty (TL2C2 Brochure #6248 41375).

Fall 1999

Fall 1999 Meeting Dates ↓	Teaching Learning Leadership	Distance Teaching & Learning	Curriculum Development	Student Development in Hg Ed	Current Topics	Comprehensive Community College	Supervised Field Experience	Creative Component	Seminars in Hg Ed	Research In Education
When To → Register				Fall 1999		Fall 1999				
Sept. 17	8									
Sept. 18	4							4		
Oct. 15				4						4
Oct. 16						8				
Nov. 19						4			4	
Nov. 20				8						
Dec. 17				4					4	
Dec. 18						8				
Cumulative Totals	12	0	0	16	0	20	0	4	8	4

Spring 2000

Spring '00 Meeting Dates ↓	Teaching Learning Leadership	Distance Teaching & Learning	Curriculum Development	Student Development in Hg Ed	Current Topics	Comprehensive Community College	Supervised Field Experience	Creative Component	Seminars in Hg Ed	Research In Education
When To → Register	Spring 2000								Spring 2000	
Jan. 21						4			4	
Jan. 22				8						
Feb. 18				4					4	
Feb. 19						8				
Mar. 17						4			4	
Mar. 18				8						
Apr. 21				4					4	
Apr. 22				Spring Grade		8 Spring Grade				
Cumulative Totals	12	0	0	40	0	44	0	4	24	4

Summer 2000

Summer '00 Meeting Dates ↓	Teaching Learning Leadership	Distance Teaching & Learning	Curriculum Development	Student Development in Hg Ed	Current Topics		Supervised Field Experience	Creative Component	Seminars in Hg Ed	Research In Education
When To → Register										
May 27 NISOD	4			4						
May 28 NISOD	4								4	
May 29 NISOD									8	
May 30 NISOD	4								4	
May 31 NISOD	8									
June 16	4								4	
June 17	8 Summer Grade			4					Summer Grade	
Cumulative Totals	44	0	0	44	0		0	4	44	4

Fall 2000

Fall 2000 Meeting Dates ↓		Distance Teaching & Learning	Curriculum Development		Current Topics		Supervised Field Experience	Creative Component		Research In Education
When To → Register		Fall 2000	Fall 2000							Fall 2000
Sept. 15		4			4					
Sept. 16			4							4
Oct. 20			4		4					
Oct. 21		4						4		
Nov. 17		4			4					
Nov. 18			8							
Dec. 15			4		4					
Dec. 16		8								
Cumulative Totals		20	20		16		0	8		8

Spring 2001

Spring '01 Meeting Dates ↓		Distance Teaching & Learning	Curriculum Development		Current Topics		Supervised Field Experience	Creative Component		Research In Education
When To → Register					Spring 2001		Spring 2001	Spring 2001		
Jan. 19			4		4					
Jan. 20		8								
Feb. 16		4			4					
Feb. 17			8							
Mar. 16		4			4					
Mar. 17			8							
Apr. 20		4	4							
Apr. 21		4 Spring Grade	Spring Grade		4 Spring Grade					Spring Grade
Cumulative Totals		44	44		32		0	8		8

Summer 2001

Summer '01 Meeting Dates ↓					Current Topics		Supervised Field Experience	Creative Component		
When To → Register										
May 26 IISCD										
May 27 IISCD					4			4		
May 28 IISCD					4					
May 29 IISCD					4					
May 30 IISCD										
June 15								Presentations		
June 16							Summer Grade	Presentations Summer Grade		
Cumulative Totals					44		0	8		

TL^2C^2: Teaching and Learning Leadership Program for Community College Mid-Career Faculty

TL^2C^2
Teaching and Learning Leadership Program for Community College Mid-Career Faculty

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Origination of Proposal

- 1995 Needs assessment surveys
- Projected faculty turnover
- Lack of teaching and learning leadership
- Mid-career professional needs
- Paradigm shift
- Antsy researcher

Focus Groups

- Faculty
- Administrators
  - Department
  - Deans
- Business leaders
- Stakeholders

Mission of TL^2C^2

- Develop advanced teaching and learning leadership skills in a high quality graduate program in a professional environment;
- Learn in a cohort setting to share experiences and resources in a time-efficient and contextual manner;
- Enhance teaching effectiveness and, therefore, the learning potential of participants' students through participant-created local initiatives.
- Local initiative ⟶ creative component

Challenges in Developing the Program

- Bucking tradition
- Navigation through University processes
  - Graduate English Exam, Program of Study (POS), Registration
- Working with the College of Education
- Establishing a curriculum parallel to traditional M.S. degree
- Non-traditional timing of curriculum
- Working with the Office of the Registrar

Working Through the Challenges

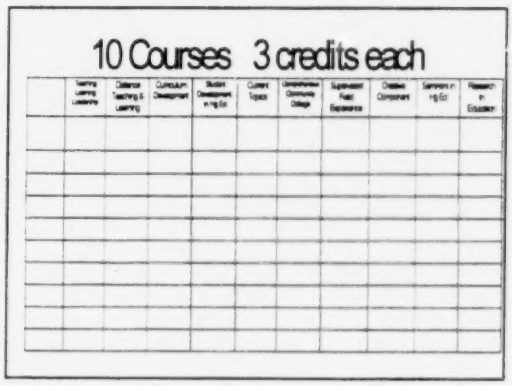
- Department of Extended and Continuing Education
- Extensive development efforts complete
- Solid backing from department and College
- Open-minded, risk-taking administration of College
- Key selling point: prestige and recognition for University
- Receptive attitude of personnel

TL²C²: Teaching and Learning Leadership Program for Community College Mid-Career Faculty

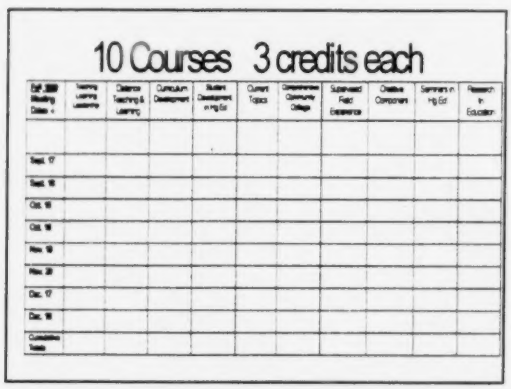
How It Was Accomplished

- 20 Friday/Saturday sessions for 2 years
- Institution gives one day, faculty gives one day
- Participant (and family) commitment
- Program schematic

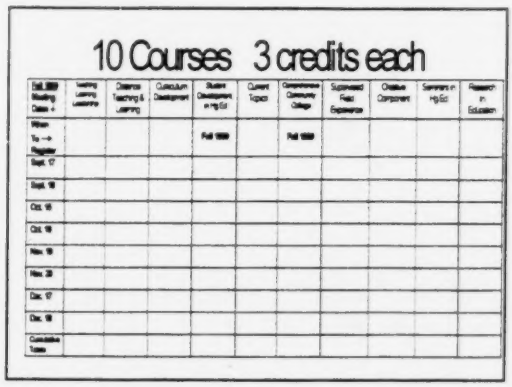
10 Courses 3 credits each



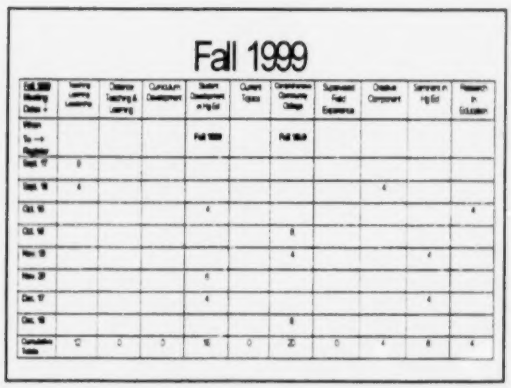
10 Courses 3 credits each



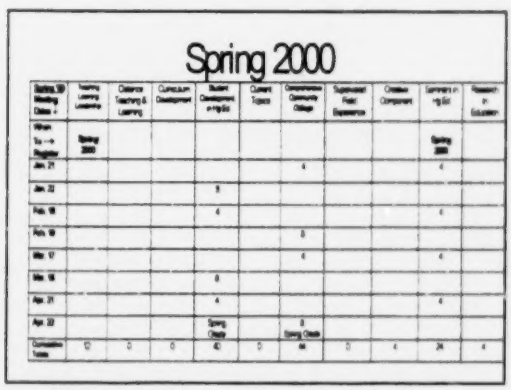
10 Courses 3 credits each



Fall 1999

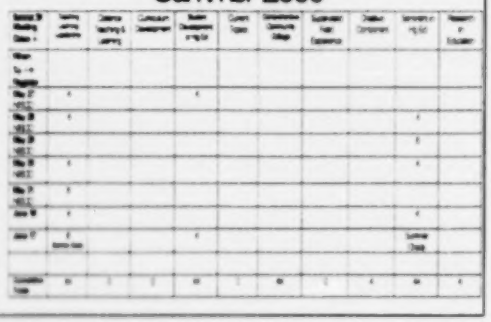


Spring 2000



TL^2C^2: Teaching and Learning Leadership Program for Community College Mid-Career Faculty

Summer 2000



Generating Awareness

- Sought vocational/technical faculty as well as arts and science faculty
- Program coordinator visits
- Current cohort members as recruiters
- Seeking exemplary full-time AND adjunct faculty
- Brochure - printed and electronic

Encouraging Enrollment

- Strong local and administrative support
- Stressing convenience
- Two-year schedule
- Degree attainable
- Cohort approach -- "Failure is not an option."
- Relevance

Group Building

- Started at first 2-day session
- Getting-to-know-you activities
- Individual sharing of why they choose the TL^2C^2 program

Why I am involved...

- First new teacher workshop
- Interest in advanced degree
- Increased compensation
- Frustration with required courses
- Frustration at content of degrees
- Wanted to improve my performance
- Sought program to meet my needs

Why I am involved...(continued)

- Decided on University of Illinois Chicago Circle Campus
- Teaching and learning leadership available
- Applied and accepted

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Coordination

- Faculty communications
- Facilities
- Just-in-time scheduling
- Two-year schedule
- Faculty-to-participant communications
- Faculty-to-community college administration communications
- Participant illness

Coordination (continued)

- E-mail
- Student-to-student communications
- Assignments/Group projects

Modeling the Concept Across the Curriculum

- Assignments
- NISOD participation

Program Successes

- Roueche's a part of the first session
- Change in participant's mindset regarding teaching and learning
- Application
- Sharing teaching and learning experiences
- Group became a cohort quickly

Program Successes (continued)

- Coursework application to M.S. or Ph.D. degrees
- Persistence
- NISOD participation and acceptance rate
- Cross-college and cross-discipline work groups
- It's a reality!

Program Challenges

- Mid-stream process development
- Coordination of faculty/content
- Keeping on top of communication
- Purposefully structuring assignments around local initiative
- Coordination of Local Initiative Advisory Committees
- Need more time to share teaching and learning thoughts with one another

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Transferability

- Local needs
- Local support
- Local rewards
- Local leadership/initiative
- State leadership
- University paradigm
- TL^2C^2 sharing

What questions do you have of Larry, Kerry, John or Janet?

Thank you for this opportunity to share our experience and excitement with you!

The TL^2C^2 Cohort of 2001